**Primary Source Analysis Assignment 1**

**Due Tuesday, Jan. 28 by 9am**

Document: *Carnegie Technical* (December 1965)

**What type of document is this?** A magazine containing multiple articles by different authors. The magazine was published monthly from October through March.

**Who wrote this document?** The article is written by Carol Kurtz, who may be an undergraduate student at CMU. Kurtz is a member of the *Carnegie Technical* staff.

**When was this document published/written?** December 1965

**Who is the audience for this document?** The audience is likely CMU faculty, staff, and students. People could subscribe to the magazine for a relatively low price ($1 a year). Magazines were also delivered to high schools (for free) and potential advertisers.

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*Preview the questions below and then read the assigned article. After you’ve read the article, thoroughly respond to each of the questions below (~3-4 sentences). Your responses should serve as your “notes” on the article, which you’ll draw from in class discussion as well as when creating your unessays, so the more information you document the better.* ***Please******type*** *your responses (do not handwrite them).*

1. **What is this article talking about?**

* School-College Orientation Program in Pittsburgh (SCOPP)
  + An experimental educational program aimed to help underperforming high school students from low-income families prepare for college
* Describes how the program is made of academic tutoring, social support, and psychological aid
* The article essentially outline the proposal of SCOPP

1. **Summarize the main idea/points of this article in one sentence.**

SCOPP is a program intended to help lower-income and academically underachieving students reach higher-level education through the aid of academic, psychological, and social support.

1. **What was happening at the time in history when this document was created?**

* The civil rights movement occurred from 1954-1968, this document was created near the end of the civil rights movement
* The civil rights movement aimed to abolish legalized segregation and discrimination in the United States
* SCOPP reflects equitable access to education

1. **Describe the goal(s) of SCOPP. What problem or challenge was the program designed to address?**

* A two-year program working with high school students in a combined study plan and sociological experiment for higher education (college)
* An effort to aid “underachieving, undermotivated” high school students with limited financial support closer to receiving a college education
* Designed to help the students become discriminating in their evaluation of ideas
* Big effort to improve communication skills

1. **How were students selected to participate in SCOPP?**

* Most of the students were “Negro”, but the overall goal was to aid all qualified high school students to a college education
  + SCOPP ignored race when selecting students
* 37 senior and 45 junior students were chosen at the end of their sophomore years
* Students were chosen based on I.Q. testing, achievement tests, and classroom participation
  + Had test scores indicating discrepancies between the ability to do college-prep work, actual assimilation of knowledge, and attainment of grades necessary for college
* Had to be with the socio-economic status where college couldn’t be afforded without significant financial aid
* Finally, caseworkers chose, after home interviews, who they deemed would benefit and contribute the most

1. **What was the format of SCOPP (i.e., what were SCOPP students required to do)?**

* 4-phased program- counseling, tutoring, casework, and classroom study
* A two-year program, including six-week summer sessions and Saturday classes during the school year
* College and high school teachers take turns teaching
* Private tutoring is an option
* Classwork is given as supplemented
* Taught math, science, and English
* Forceful team instruction

1. **What problems or challenges did the SCOPP program face with regards to student participation?**

* Many students excelled only in subjects that interested them, while failing others, preventing their grade records from meeting college entrance requirements
* Lack in basic study skills dye to home and social environments
* Questions were raised on how effective tutoring session